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topics, and references to suit the equipment of any library; at the end of the book, a list of books for a school library, a bibliography, some documents and valuable statistics, and a capital index.

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The Geography of Commerce and Industry. By W. F. ROCHELEAU. Boston: Educational Publishing Co., 1905. Pp. vi+408; maps and illustrations.

This volume is planned for use in the eighth grade, a field in which there are not many competitors. The aim is a laudable one, and the author is to be congratulated on his point of view. The volume is divided into three parts: I, "Conditions Relating to Industries;" II, "The United States," in which type products and industries are treated in separate chapters (244 pages); and III, "Commerce of Foreign Nations," with regions as chapters (143 pages).

This topical plan of presentation, and a judicious leaving out of topics, is a move in the right direction. There is material enough given on a topic to arouse thought; at least this is true for the topics in the second part. For example, wheat gets 14 pages; corn gets 9; livestock, 10; cotton, 8; forests, 12; iron, 8; mineral fuels, 12; and so on. And the manner of presentation is well adapted to the pupils for whom it is intended.

Errors there are, of course; what first edition was ever free from them? For example (p. 15), "corn thrives with less moisture than wheat or oats." "We seldom find corn planted beside a stream, or wheat on a dry knoll." And this fling at our New England forefathers (pp. 18, 19): "As a result *no one becomes skilful* in any occupation. This was the case with the early settlers of New England." And the statement (p. 37) which seems to say that the oil-field of western Pennsylvania extends across Ohio into Indiana. On p. 49 we find the form "Hudson's Bay." On p. 63 we find this statement, which will not bear scrutiny: "Since the plant [corn] absorbs a large quantity of moisture from the atmosphere, it often thrives in localities where the rainfall is not sufficient for the best results in raising wheat, oats, and other small grain." And again corn and wheat seem to get mixed up in the paragraph beginning at the bottom of p. 63.

When these slips, and many more like them, have been removed, as they may be, by a more careful editing, the volume remains a very valuable contribution to the study of the commercial phase of geography in the eighth grade. It is a pity that the volume could not be given a better quality of paper and press-work. The diagrams could be more neatly constructed, and supplied with a scale so comparisons could be read quantitatively. A series of "chalk-modeled" maps of the continents is appended to the volume, but the value of chalk-modeling on the scale of the continent is open to question. An outline map with a few contours, tinted to show lowlands and highlands, has a much higher teaching value.

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The Educative Process. By WILLIAM CHANDLER BAGLEY. New York: The Macmillan Co. Pp. xix+358. \$1.25.

Dr. Bagley aims in this book to cover "the field commonly included under the terms 'General Method,' 'Method of Recitation,' 'Theory of Practice,' etc." The book is not a review of what others have said upon these subjects, but is rather an attempt to set forth in outline a new statement of the general theory of education from